

## Background

Hampton has a long history of caring for our children. In fact, over the last 10 years, the city has made an all out effort to make Hampton a more youth-friendly city.

The Coalition for Youth, which was created to support the city's youth effort, began laying the groundwork to make Hampton more youth friendly by developing initiatives to:

- support healthy families;
- build strong neighborhoods;
- empower youth to contribute and succeed; and
- create a community-wide focus on the importance of investing in children.

After the plan was successfully implemented, it became clear that the community still needed a practical, down-to-earth way for every citizen in Hampton to play a role in raising healthy children and re-build the future of our community.

An approach called "developmental assets" was a welcomed answer. Developmental assets, developed by the Search Institute, is researched based, concrete and practical. Most of all, it is hopeful and focuses on youth strengths, not problems.

### What Are Developmental Assets?

Assets are the essential qualities, experiences and skills that support successful growth and development in youth.

Assets build on the everyday common-sense experiences that young people need to suc-

ceed. They work regardless of the cultural or financial background of youth. An increase in assets appears to protect young people from a variety of problem behaviors and promote positive behaviors and attitudes. In fact, as the number of assets increase, positive behavior also increases. Assets have a strong influence on behaviors such as success in school, good health habits, helping others, and valuing diversity.



# The Developmental Assets

The 40 assets are divided into two groups – external and internal. The first 20 are external assets. These are the supports young people get from their environment. Families, neighborhoods, schools, their peers and the entire community are the source of external assets. On the other hand, the next 20 assets are the internal qualities and characteristics young people must develop within themselves that foster their healthy development. Parents, caregivers and other youth and adults help young people build internal assets.

#### The 40 assets are:

ASSE	TNAME	DEFINITION	
١.	Family support	Family life gives young person lots of love and support.	
2.	Positive family communication	Young person and her or his parents talk about things that matter to youth.	
3.	Support from non-parent adults	Young person receives support from three or more adults who are not their parents.	
4.	Caring neighborhoods	Young person feels their neighbors care about them.	
5.	Caring schools	School provides a caring, encouraging environment.	
6.	Parent involvement in schooling	Parent(s) is actively involved in helping young person succeed in school.	
7.	Caring community	Young person feels valued by adults in her or his community.	
8.	Useful roles for youth	Young person has useful roles in the community.	
9.	Serving others	Young person volunteers in the community one or more hours a week.	
10.	Safe home, school, neighborhood	Young person feels safe at home, school and in their neighborhood.	
11.	Clear rules at home	Family set clear rules and monitors the young person's whereabouts.	
12.	Clear rules at school	School sets clear rules.	
13.		Neighbors monitor young person's behavior:	
14.	Adults model responsible behavior	Parents and other adults model responsible behavior.	
15.	Peers model responsible behavior	Friends model positive, responsible behavior	

#### BOUNDARIES AND EXPECTATIONS

Young people need to know what is expected of them and whether activities and behaviors are "in bounds" or "out of bounds."



16.	High expectations	Parents and teachers encourage youth
		to do well.

17. Participation in creative activities

Youth spends 3 or more hours per week in creative activities.

18. Participation in community young person spends 3 or more hours per week in clubs, sports and/or community

activities.

19. Participation in spiritual activities Youth spends 3 or more hours involved in religious activity.

20. Time at home

Young person is out with friends
"doing nothing" less than 2 hours a
week.

21. Motivation to do well in school Young person is motivated to do well in school.

Involvement in learning Young person is actively involved in learning in school.

 Homework each day
 Youth has at least one hour of homework each school day.

24. Bonding to school Youth care about their school.

25. Reading for pleasure Youth read for pleasure 3 or more times a week.

26. Caring for others Young person values helping others.

27. Cares about justice & equality Young person promotes equality and social justice issues.

28. Acting on his/her beliefs Youth stands up for their beliefs.

29. Honesty

Youth tells the truth even when it isn't easy.

30. Responsibility Young person accepts personal responsibility.

31. Restraint

Youth believes it's important not to engage in sexual activity and alcohol use.



The list of developmental assets paints a powerful picture of the experiences and skills that Hampton wants for all of our youth.



After surveying over 500,000 young people in over 650 cities and towns across America, the Search Institute found that young people have only 18 of the 40 assets. In Hampton, the 1300 public and private school 8<sup>th</sup> to 12<sup>th</sup> graders surveyed reported that they have 18.1 assets. (See the following charts)

Generally, the number of assets reported by young people in Hampton compare favorably to the national average.

#### CONSTRUCTIVE USE OF TIME

Youth need constructive, enriching chances to grow through creative activities, youth programs, involvement in a faith community and quality time at home.



